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ABSTRACT

The Maryland curricular framework describes the relationships that exist among the educational goals and subgoals for art, dance, music, and theater. Contemporary trends in the content areas are incorporated and the guide provides direction for a comprehensive approach to fine arts education. Organized into four major sections, the first section presents the statement of purpose. Section 2, philosophy, defines the nature of the fine arts and describes their relationship to society, the learner, and the school curriculum. Goals and subgoals, featured in section 3, are broad statements of desired outcomes derived from the philosophy; they bring direction and clarity to the program. Four goals are identified: (1) to develop the ability to perceive and respond to experiences and the environment through the fine arts; (2) to develop an understanding of the fine arts in historical, cultural, and social contexts; (3) to develop skills and attitudes and to organize knowledge and ideas for creative expression and performance in the fine arts; and (4) to develop the ability to apply criteria to aesthetic decision making. Section 4, Goals and Subgoal Matches, graphically describes the relationships of the goal and subgoal statements included in the fine arts framework to the goal and subgoal statements identified in the Maryland frameworks for art, dance, music, and theatre. Six appendices include student expectancy levels for art, dance, music, and theater; required Maryland competency objectives; a glossary of fine art education terms; the Maryland Fine Arts Curricular Framework Taskforce; Maryland Fine Arts Curricular Framework Review Panel; and the National Review Panel for the Maryland Fine Arts Curricular Framework Panel. (KM)

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FINE ARTS

A MARYLAND CURRICULAR FRAMEWORK

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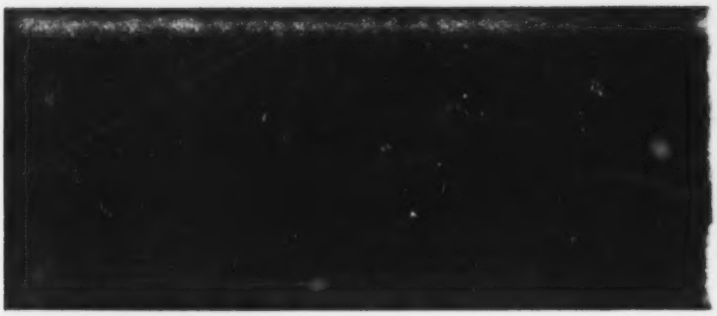


FOREWORD

The fine arts (art, dance, music, and theatre) are among humanity's greatest aesthetic and intellectual achievements. They are powerful and ubiquitous tools for communicating ideas and a broad range of human feelings and emotion. Their persuasive powers are drawn upon in conducting an enormous range of human activities.

Study and practice in the fine arts facilitate the growth of a broad range of important skills in general education, including cognition, critical analysis, and psychomotor development. Furthermore, through the fine arts, students can learn tolerance and respect for the beliefs, attitudes, and values of other people in historical and present time.

The curricular framework set forth in this document describes the relationships that exist among the State goals and subgoals for art, dance, music, and theatre. It incorporates contemporary trends in the content areas and provides direction for a comprehensive approach to fine arts education in Maryland. The framework includes a wealth of possibilities for making connections among the disciplines and for the development of fine arts skills, creativity, and aesthetic judgment within disciplines. These areas of focus are addressed within the context of a rich historical and cultural heritage.

Joseph L. Shilling
State Superintendent of Schools

PREFACE

In response to a statewide mandate for more comprehensive programs in the fine arts, the Maryland State Department of Education, through the State Superintendent of Schools, formed a fine arts task force charged with developing goals for comprehensive K-12 fine arts programs. The task force was made up of elementary and secondary school teachers of theatre and dance, public school supervisors of art and music education, university specialists in art, dance, music, and theatre education, and a state specialist in the fine arts. The task force functioned under the aegis of the Chief of the Arts and Humanities Section of the Maryland State Department of Education.

The task force reviewed curricular materials related to fine arts education from many sources and numerous states. Background material from respected educators was also considered as the task force developed the philosophy and the four goals of the fine arts program. Members of the task force developed and refined subgoals for each goal and matched them with the goals and subgoals in Maryland's curricular frameworks for art, dance, music, and theatre. This match illustrates the relationships that exist among these frameworks and the comprehensive framework for fine arts education.

Reviews of the draft document were made by nationally recognized experts in fine arts education, and teachers, supervisors, and arts practitioners from Maryland. A formal review panel, chaired by the Assistant State Superintendent, Division of Instruction, was convened to consider the completed work.

This document summarizes the work directed by the task force.

INTRODUCTION

A Statement of Purpose

Fine Arts: A Maryland Curricular Framework is designed to assist administrators and teachers in planning, developing, and implementing K-12 fine arts programs. It addresses the visual and performing arts as a field of study and identifies relationships that exist among the goals and subgoals of art, dance, music, and theatre education. It provides a philosophical foundation and curricular framework from which educators may construct comprehensive fine arts education programs. The materials presented will aid local school systems in:

Planning local curricula,
Developing a local philosophy,
Defining a local set of goals and subgoals,
Evaluating the extent to which the goals and subgoals are contained in current curricular offerings,
Identifying needed curricular content and instructional strategies, and
Defining selected fine arts terms having important curricular implications.

This document is organized in three major sections:

The Philosophy – This section defines the nature of the fine arts and describes their relationship to society, the learner, and the school curriculum.

Goals and Subgoals – These broad statements of desired outcomes derive from the philosophy and bring direction and clarity to the program.

Goal and Subgoal Matches – This section graphically describes the relationships of the goal and subgoal statements included in the fine arts framework to the goal and subgoal statements identified in the State frameworks for art, dance, music, and theatre.

PHILOSOPHY

The Nature of the Fine Arts

Springing from the human urge to explore ways of understanding, interpreting, and transcending reality, dance, music, theatre, and the visual arts are rooted in curiosity not satisfied by other means of inquiry.

By manipulating space, sound, form, time, and creative energy, the arts probe and illuminate experience in ways distinctive and satisfying. Both intuitive and disciplined, the fine arts require mastery of cognitive, affective, and psychomotor abilities which, when focused in the act of creating, permit solutions that span the physical and spiritual worlds.

Quality in artistic thinking and doing results from perceptual skills, creative abilities, and aesthetic sensitivity and is enriched by historical perspective.

Fine Arts and Society

Artistic expression was among the earliest of human endeavors. Revealing fundamental aspects of living—ideas, feelings, attitudes, values—the fine arts have allowed individuals to speak for themselves and their societies. By transcending the barriers of time and place, the fine arts have provided for each generation a kaleidoscope of the past, a mirror of the present, and a vision of the future.

As they reflect on society's condition and draw members of a community together, the fine arts encourage closer attention to the circumstances of life at the same time that they enhance its quality. The fine arts stand as the embodiment of human effort to create alternative ways of thinking and behaving.

Fine Arts and the Learner

The fine arts provide students opportunities to fulfill intellectual and emotional needs in unique ways and to express themselves as they cannot in other disciplines. The fine arts involve learners actively as observers, organizers, creators, and evaluators. Through artistic, multisensory experiences learners explore creative imagination, the discipline of craft, and the fulfillment of artistic expression.

Learners explore ways in which art can be integral to their life-long experience and investigate how artists have placed it at the center of their lives because of the force and beauty of its process.

Fine Arts Curriculum

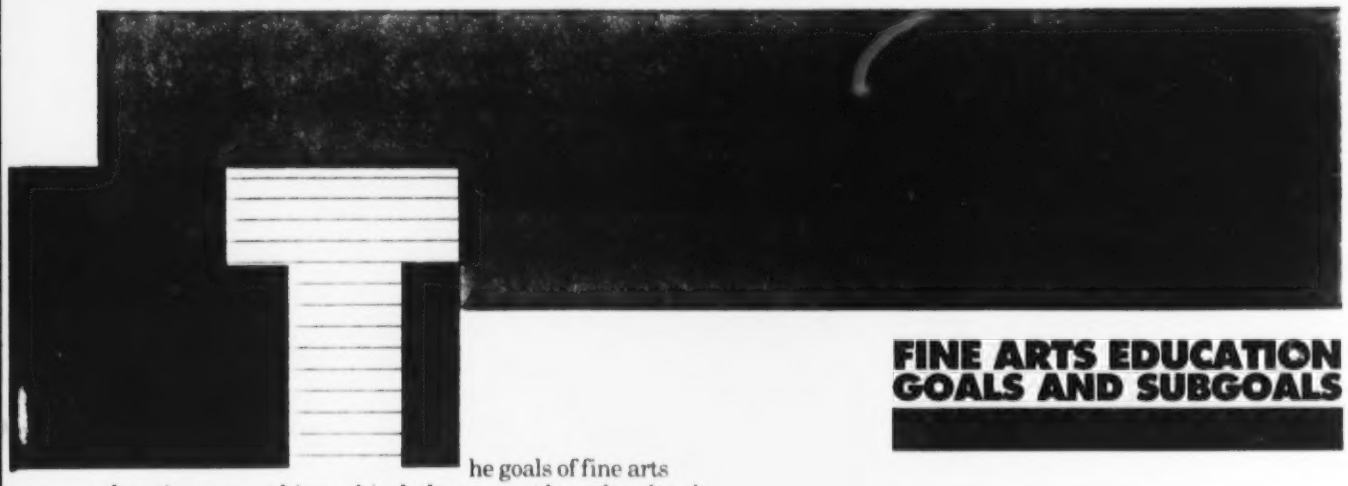
The primary purpose of the fine arts curriculum is to establish a foundation for a life-long relationship with the arts for all students. This includes providing opportunities that enable development of maximum means for expression, a sensitivity to cultural diversity, and the capacity to embrace the sensory stimuli of everyday life. The curriculum challenges students to develop perceptual awareness, historical perspective, creative and performance skills, and aesthetic sensitivity.

Fine arts curricula provide experiences that account for student interests and abilities, and that promote growth in understanding creative expression, artistic performance, and the acquisition of cultural literacy. Curricula are organized with attention to the natural developmental stages of students. Uninitiated students are led in an exploration of self, of others, and of the world in relation to the art form. Students are then encouraged to expand their awareness of the world as they refine artistic senses and skills. Finally, students are challenged to become independent, self-motivated workers and creators, just as they are encouraged to move toward advanced levels of artistic accomplishment.

Basic to fine arts curricula is the belief that all students have creative potential and that given appropriate opportunities that potential can be realized. The fine arts curriculum is designed to assist young people in becoming knowledgeable, compassionate, productive, and creative members of society.

At all levels, fine arts curricula should provide opportunities for all students to develop:

- the ability to perceive and respond to experiences and the environment;
- an understanding of the fine arts in historical, cultural, and social contexts;
- skills and attitudes, and to organize knowledge and ideas for creative expression and performance in the fine arts;
- the ability to apply criteria to aesthetic decision-making.



FINE ARTS EDUCATION GOALS AND SUBGOALS

The goals of fine arts education are not hierarchical; they cannot be ordered and prioritized. They are interdependent and mutually supportive. A comprehensive fine arts education program selects an array of objectives and activities from each goal area and provides students a balanced, total experience.

These four goals and their respective subgoals represent a broad guideline for K-12 fine arts education in Maryland. Each goal embraces a different category of content and should be applied across all grade levels when developing comprehensive fine arts education programs. They are:

Goal 1: Aesthetic Education
Goal 2: Historical, Cultural, and Social Context
Goal 3: Creative Expression and Performance
Goal 4: Aesthetic Criticism

GOAL 1

To develop the ability to perceive and respond to experiences and the environment through the fine arts

The senses are the major intermediaries between the external world of objects and events and the internal world of perceptions, thoughts, and feelings. Interaction with the world is so dependent upon sensory processing that competence to function as human beings is ultimately linked to how well these stimuli are perceived and acted on.

Experiences in the fine arts provide opportunities to develop and strengthen the ability to perceive, discriminate, interpret, and evaluate sensory stimuli. These operations are critical to literacy and to the ability to respond to the world. By becoming familiar with the variety, uses, and meanings of art, dance, music, and theatre, students grow more knowledgeable about human communication and those forms of expression that permeate contemporary life.

Developing competency in using modes of expression inherent in the fine arts maximizes the student's opportunities to think in ways that these forms make possible. It is through the arts that young people learn to understand, create, and use the sensory languages of artistic forms and symbols as primary ways of interpreting and communicating life's experiences to others.

Subgoals

1.1 Develop an understanding of ways that sensory stimuli affect perception and the acquisition of knowledge.

1.2 Develop an understanding and appreciation of a variety of artistic responses to ideas, images, forms, sounds, and experiences.

1.3 Develop an understanding of ways that organizing concepts effect expression in the fine arts.

GOAL 2

To develop an understanding of the fine arts in historical, cultural, and social contexts

The need to express the simplest as well as the most profound ideas, values, and feelings of the human mind and spirit is deeply embedded in all peoples. Historically, the fine arts have reflected and stimulated human thought and experience. The commonalities and traditions of artistic expression are among the enduring threads of human experience that wind their way through all cultures.

Through study of the arts, students acquire knowledge and insights about the heritage of their society and of those with which it co-exists. Cultural and spiritual dimensions of history and contemporary life make themselves evident and concrete through the perception, study, and experience of the arts of individuals and societies.

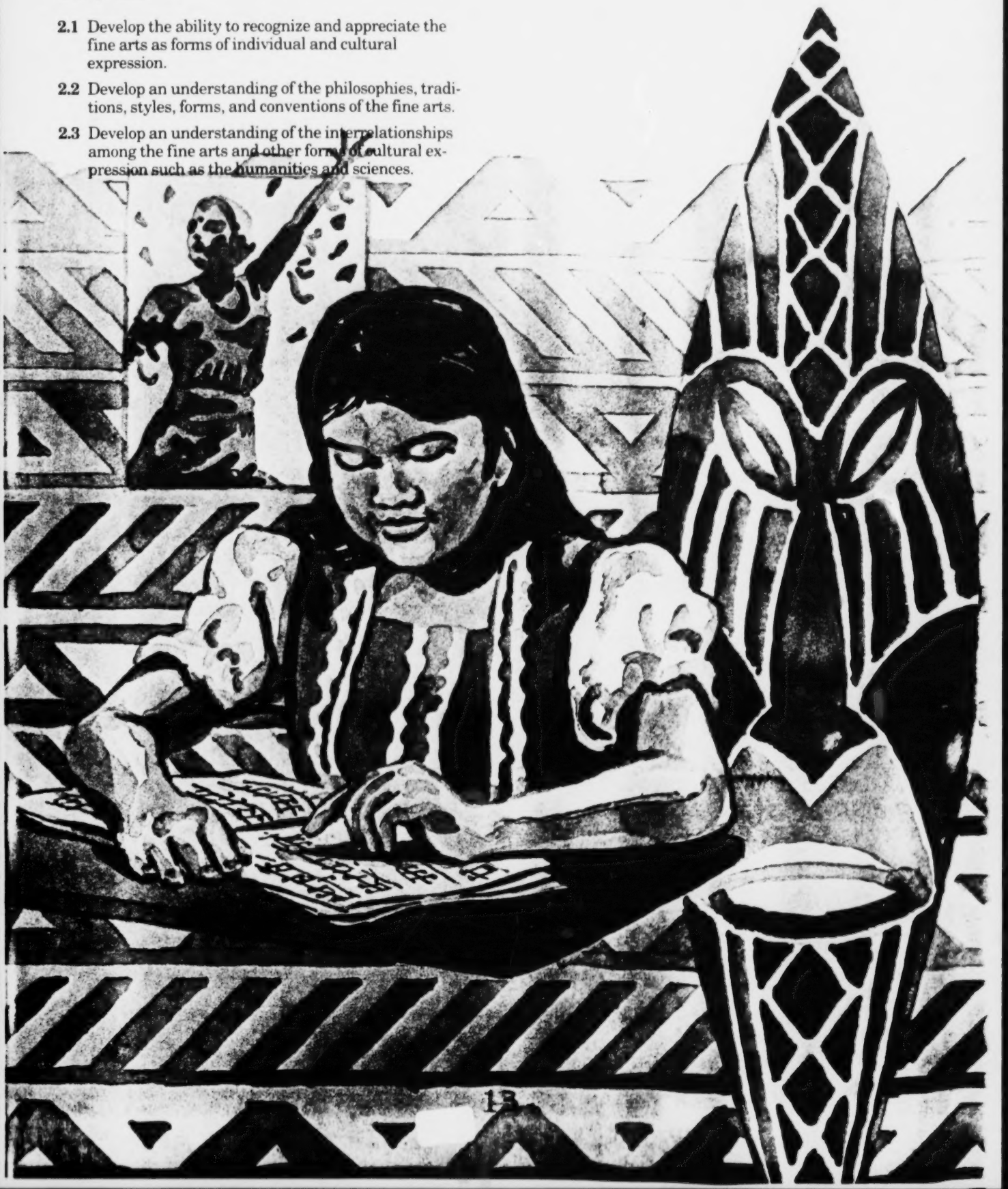
Through study of the fine arts in a variety of contexts, students discover the universality of needs satisfied through artistic expression. The student becomes aware of ways that the arts are used to interpret and integrate human experience and the roles that artists play in performing these tasks.

Subgoals

2.1 Develop the ability to recognize and appreciate the fine arts as forms of individual and cultural expression.

2.2 Develop an understanding of the philosophies, traditions, styles, forms, and conventions of the fine arts.

2.3 Develop an understanding of the interrelationships among the fine arts and other forms of cultural expression such as the humanities and sciences.



GOAL 3

To develop skills and attitudes and to organize knowledge and ideas for creative expression and performance in the fine arts

The desire to create and re-create experience is a fundamental human trait. The creative act contributes to student individuality and the development of a positive self-concept. In addition to incorporating all domains of learning, this expression results from convergent and divergent thinking. By transforming ideas and raw materials into personal and unique expressions students also create statements of individual, cultural, and universal meaning.

Artistic creation and re-creation pre-suppose competency in craft. By learning the appropriate technical and artistic uses of materials, tools, and processes, students develop self-sufficiency in interpreting and communicating ideas and values. Furthermore, the student can experience first-hand the satisfaction of fulfilling an inherent need for self-expression and personal definition.

Working as artists, students become aware of the limitless possibilities for interpreting human ideas and feelings through artistic media. Arts education programs encourage development of close familiarity with a variety of artistic practices and provide learning environments where students can participate individually and collaboratively in artistic activity of increasing complexity.

Subgoals

3.1 Develop the skills and attitudes required to perform or produce in one or more of the fine arts disciplines.

3.2 Develop the ability to create compositions using the organizing concepts of the fine arts and a variety of materials, techniques, and processes.

3.3 Develop the ability to improvise and experiment with artistic media.

GOAL 4

To develop the ability to apply criteria to aesthetic decision-making

The fine arts are among the highest expressions of human achievement. In addition to producing art and understanding its contributions to human life, students need to understand and learn to assess the aesthetic value of the works that they create and perform as well as those created and performed by others.

Developing the capacity to evaluate works of art is an exercise in judgment and a necessary step in determining its meaning and import. Such aesthetic decision-making helps students to better understand their personal preferences in the visual and performing arts.

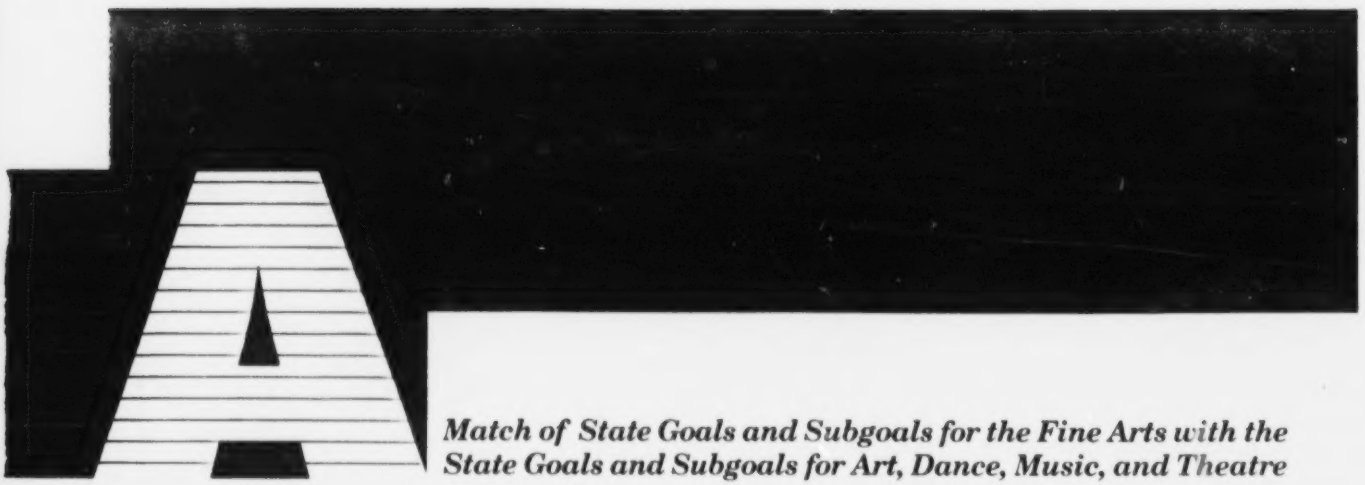
Personal and artistic growth depend upon honest and informed self-examination and the critical reaction of others. By developing the ability to apply criteria to aesthetic decision-making, students learn to evaluate their own work and the work of others. In doing so, they develop a more informed point of view.

Subgoals

4.1 Develop the knowledge, skills, and sensitivity to make aesthetic judgments.

4.2 Develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work.

4.3 Develop the ability to apply aesthetic criteria to the environment.



Match of State Goals and Subgoals for the Fine Arts with the State Goals and Subgoals for Art, Dance, Music, and Theatre

The State goals and subgoals for the fine arts address the visual and performing arts as a field of study and identify relationships that exist among goals and subgoals described in the State frameworks for art, dance, music, and theatre. These relationships are described graphically below. Student expectancies in each of the fine arts disciplines are described in Appendix A.

GOAL 1: *Aesthetic Education*

FINE ARTS	ART	DANCE	MUSIC	THEATRE
To develop the ability to perceive and respond to experiences and the environment through the fine arts	**To devevelop, through the visual arts, the ability to perceive and respond to ideas, experiences, and the environment**	**To develop the ability to perceive, perform, and respond to dance**	**To develop the ability to perceive, perform, and respond to music**	**To develop the ability to perceive, perform, and respond to theatre as a collaborative imitation of human experience**
1.1 Develop an understanding of ways that sensory stimuli affect perception and the acquisition of knowledge.	Develop an awareness that visual form and other phenomena affect perception.	Develop perceptual skills essential for dance experience.	Develop the ability to describe the characteristics of musical sound.	Develop an understanding of how theatre, as a collaborative art form, reflects humanity.
1.2 Develop an understanding and appreciation of a variety of artistic responses to ideas, images, forms, sounds, and experiences.	Develop an understanding of how visual art is created as a response to images, forms, and experience.	Develop an understanding of dance as a response to experiences and the environment.	Develop the skills required for the performance of music.	Develop an understanding of how the elements of theatre are used to enhance perception and aesthetic response.
1.3 Develop an understanding of ways that organizing concepts effect expression in the fine arts.	Develop comprehension of design concepts in works of art and in the environment.	Develop an understanding of the language of dance.	Develop the ability to respond to musical sound through movement.	
1.4			Develop competence in reading and notating music.	

GOAL 2: *Historical, Cultural, and Social Context*

FINE ARTS	ART	DANCE	MUSIC	THEATRE
To develop an understanding of the fine arts in historical, cultural, and social contexts	**To develop an understanding of the visual arts as a basic aspect of history and human experience**	**To develop an understanding of dance as an essential component of history and human experience**	**To develop an understanding of music as an essential aspect of history and human experience**	**To develop an understanding of the theories, forms, history, and literature of theatre**
2.1 Develop the ability to recognize and appreciate the fine arts as forms of individual and cultural expression.	Develop the ability to recognize the visual arts as forms of cultural expression.	Develop the ability to recognize dance as a form of individual and and cultural expression.	Develop the ability to recognize music as a form of individual and cultural expression.	Develop and demonstrate knowledge that diverse forms of theatre satisfy cultural needs, past and present.
2.2 Develop an understanding of the philosophies, traditions, styles, forms, and conventions of the fine arts.	Develop an understanding of the relationships among works of art, individuals, and the societies in which they are created.	Develop an understanding of dance philosophies and styles.	Develop perspective of music's roles in human history.	Develop understanding of the history, traditions, and conventions of theatre.
2.3 Develop an understanding of interrelationships among the fine arts and other forms of cultural expression such as the humanities and sciences.	Develop an understanding and appreciation of the diversity and idiosyncratic quality of individual artistic expression.	Develop an understanding of the relationship of dance to the other fine arts and other forms of human expression.	Develop a comprehension of the relationships of music to the other fine arts.	Develop and demonstrate knowledge of dramatic texts and other literature of the theatre.
2.4	Develop a comprehension of how the visual arts interrelate with other forms of human creativity such as the humanities and the sciences.		Develop knowledge of a wide variety of representative musical styles and genres.	

GOAL 3: *Creative Expression and Performance*

FINE ARTS	ART	DANCE	MUSIC	THEATRE
To develop skills and attitudes and to organize knowledge and ideas for creative expression and performance in the fine arts	**To develop and organize knowledge and ideas for expression in the production of art**	**To develop the ability to perform and and to organize dance ideas and and movements creatively**	**To develop the ability to creatively organize musical ideas and sounds**	**To develop knowledge, ideas, and skills for theatrical expression**
3.1 Develop the skills and attitudes required to perform or produce in one or more of the fine arts disciplines.	Develop coordination and skills for using art tools, materials, and techniques.	Develop the ability to improvise dance.	Develop the ability to improvise music.	Develop and explore the creative process through theatrical activities.
3.2 Develop the ability to create compositions using the organizing concepts of the fine arts and a variety of materials, techniques, and processes.	Develop the ability to create visual images.	Develop the ability to design and effect dance ideas, themes, and compositions.	Develop the ability to compose and arrange music.	Develop and apply theatrical knowledge principles, and practices to theatrical activity.
3.3 Develop the ability to improvise and experiment with artistic media.	Develop the ability to utilize design concepts for visual expression.	Develop performance competencies.		Develop individual responsibility in collaborative theatre process.
3.4	Develop an understanding of health and safety rules in the art classroom.			

GOAL 4: *Aesthetic Criticism*

FINE ARTS	ART	DANCE	MUSIC	THEATRE
To develop the ability to apply criteria to aesthetic decision-making	**To develop the ability to identify, analyze, and apply criteria for making visual aesthetic judgments**	**To develop the ability to make aesthetic judgments through dance experience**	**To develop the ability to make aesthetic judgments**	**To develop the ability to make aesthetic judgments through theatre experience**
4.1 Develop the knowledge, skills, and sensitivity to make aesthetic judgments.	Develop an understanding of the aesthetic qualities which exist in both natural and human-made environments.	Develop the skills and sensitivity to apply aesthetic criteria to observed choreography and performance.	Develop the knowledge, skills, and sensitivty to evaluate musical compositions and performances.	Develop the knowledge, skills, and sensitivity to make aesthetic judgments.
4.2 Develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work.	Develop the skills and sensitivity to apply aesthetic criteria to works of art.	Develop the skills and sensitivity to apply aesthetic criteria to one's choreography and performance.	Develop the ability to formulate, apply, and communicate criteria for evaluating one's own performance and efforts.	Develop, analyze, and apply criteria for making aesthetic judgments in evaluating theatrical performance.
4.3 Develop the ability to apply aesthetic criteria to the environment.	Develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work.			Develop the ability to use evaluation as a means of achieving ensemble effect.

APPENDICES

Appendix A: Student Expectancy Levels
- Art
- Dance
- Music
- Theatre

Appendix B: Required Maryland Competency Objectives
Appendix C: A Glossary of Fine Arts Education Terms
Appendix D: The Maryland Fine Arts Curricular Framework Task Force
Appendix E: The Maryland Fine Arts Curricular Framework Review Panel
Appendix F: The National Review Panel for the Maryland Fine Arts Curricular Framework

Expectancy Statements – Art

The expectancy level statements further delineate the scope of the goal and subgoal statements and provide a flexible format for describing expected student outcomes. This format allows the teacher to target his or her class, or even the individual student, according to the student's promise and experience, rather than age or grade level. The three levels may be described in the following way:

Level 1 – earliest level of exposure, the beginner, primarily physical and concrete information and activity, initiating basic concepts.
Level 2 – reinforcement and extension of basic skills and experiences, intermediate difficulty, increasingly sophisticated concepts, broader scope and activity.
Level 3 – advanced level, synthesis of ideas, competent application of concepts and skills, integration with other academic areas, preparation for mature development.

GOAL 1: ***To develop, through the visual arts, the ability to perceive and respond to ideas, experiences, and the environment***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
1.1 Develop an awareness that visual form and other phenomena affect perception.	Become aware of the variety and richness of natural and man-made visual forms and phenomena.	Learn to identify and name selected aspects of visual forms and how changes in them affect one's perception.	Practice comparing aspects of natural and human-made visual forms and other phenomena.
1.2 Develop an understanding of how visual art is created as a response to images, forms, and experience.	Become aware that art represents what people see, know, imagine, and feel.	Learn to recognize how visual art may express a concept, tell a story, evoke a mood or emotion, and symbolize an idea.	Practice translating or "decoding" the meaning of works of art through description and interpretation.
1.3 Develop comprehension of design concepts in works of art and in the environment.	Become aware of the "language" of visual form and those elements and design concepts which can be perceived.	Learn to identify the elements of art and design principles and their relationships to one another.	Practice interpreting and analyzing design concepts perceived in art and nature.

GOAL 2: ***To develop an understanding of the visual arts as a basic aspect of history and human experience***

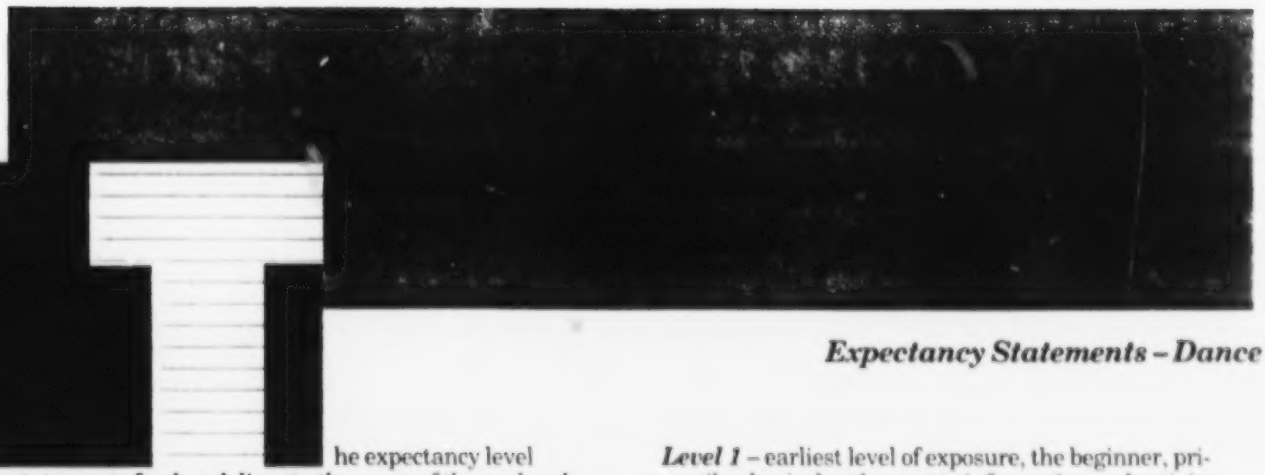
SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
2.1 Develop the ability to recognize the visual arts as forms of cultural expression.	Become aware of the ways in which works of art express ideas about self, other people, places, and events.	Learn how visual art reflects social, political, and ethical issues of individuals and society.	Practice selecting and analyzing works of various artists which record, preserve, highlight, and symbolize cultural ideas.
2.2 Develop an understanding of the relationships among works of art, individuals, and the societies in which they are created.	Become aware of ways that people use art for purposes in the community, including communication, embellishment, fantasy, and propaganda.	Learn factors which influence artists in specific historical eras and places.	Practice determining how specific societies are reflected in and changed by works of art.
2.3 Develop an understanding and appreciation of the diversity and idiosyncratic quality of individual artistic expression.	Become aware of the ways in which artists stylize or otherwise put their unique stamp on their art.	Learn to analyze and classify artists by factors such as style, subject matter, and technique.	Practice recognizing the relationship between the choices artists make and the society or context in which they work.
2.4 Develop a comprehension of how the visual arts interrelate with other forms of human creativity, such as the humanities and the sciences.	Become aware of the role of the visual arts in developing and enhancing the skills required for study in other areas.	Learn to identify the relationships between problem solving in art and in the humanities and sciences.	Practice recognizing the influences of art on technology and technology on the arts.

GOAL 3: ***To develop and organize knowledge and ideas for expression in the production of art***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
3.1 Develop coordination and skills for using art tools, materials, and techniques.	Become aware of the kinesthetic experiences and manipulations which are a part of making art.	Learn to identify, classify, and select the appropriate tools, materials, and techniques for making art.	Practice using a variety of art tools, materials, and techniques to solve specific art problems.
3.2 Develop the ability to create visual images.	Become aware of the visual effects generated by manipulating and experimenting with art materials.	Learn to create images based upon observed and imagined experiences.	Practice applying knowledge acquired in a variety of contexts to the creation of visual images.
3.3 Develop the ability to use design concepts for visual expression.	Become aware of the use of art elements in giving a composition a sense of structure and unity.	Learn to apply the elements of art to plan and execute a visual composition.	Practice applying specific design concepts to solve problems of composition.
3.4 Develop an understanding of health and safety rules in the art classroom.	Become aware of health and safety hazards in the use of tools, materials, and techniques.	Learn to take adequate measures for the protection of eyes, face, skin, etc. when working in art.	Practice a responsible attitude toward oneself and others through continuing comliance with health and safety rules.

GOAL 4: ***To develop the ability to identify, analyze, and apply criteria for making visual aesthetic judgments***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
4.1 Develop an understanding of the aesthetic qualities which exist in both natural and human-made environments.	Become aware of the feelings and satisfactions generated by the visual character of the environment.	Learn to describe and interpret the aesthetic quality of a visual form through the use of design concepts.	Practice evaluating a variety of visual forms through analysis and discussion in order to make judgments.
4.2 Develop the skills and sensitivity to apply aesthetic criteria to works of art.	Become aware of differences and similarities in the aesthetic character of works of art.	Learn to focus upon and emphasize the distinctive aesthetic contributions of various cultural forms.	Practice applying aesthetic criteria in critiquing selected art works.
4.3 Develop the ability to identify, describe, apply, and communicate personal criteria for assessing one's own work.	Become aware of the latitude with which one may develop and use personal aesthetic criteria.	Learn to apply and communicate personal aesthetic criteria in making aesthetic judgments about one's own art work.	Practice assessing one's own aesthetic framework and modifying one's work accordingly.



Expectancy Statements – Dance

The expectancy level statements further delineate the scope of the goal and subgoal statements and provide a flexible format for describing expected student outcomes. This format allows the teacher to target his or her class, or even the individual student, according to the student's promise and experience, rather than age or grade level. The three levels may be described in the following way:

Level 1 – earliest level of exposure, the beginner, primarily physical and concrete information and activity, initiating basic concepts.
Level 2 – reinforcement and extension of basic skills and experiences, intermediate difficulty, increasingly sophisticated concepts, broader scope and activity.
Level 3 – advanced level, synthesis of ideas, competent application of concepts and skills, integration with other academic areas, preparation for mature development.

GOAL 1: ***To develop the ability to perceive, perform, and respond to dance***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
1.1 Develop perceptual skills essential for dance experience.	Become aware of ways that natural and human made phenomena affect perception.	Identify ways that the senses affect perception and performance.	Investigate ways in which changes in perception affect dance experiences.
1.2 Develop an understanding of dance as a response to experiences and the environment.	Become aware of the variety of stimuli used in dance.	Manipulate and combine images, sounds, and experiences to produce various effects.	Translate and convey the meaning of dance.
1.3 Develop an understanding of the language of dance.	Explore the basic elements of dance by using the body instrument in a variety of ways.	Execute increasingly complex movements by acquiring technical skills and refining physical abilities.	Demonstrate proficiency of form and technique.

GOAL 2: ***To develop an understanding of dance as an essential component of history and human experience***

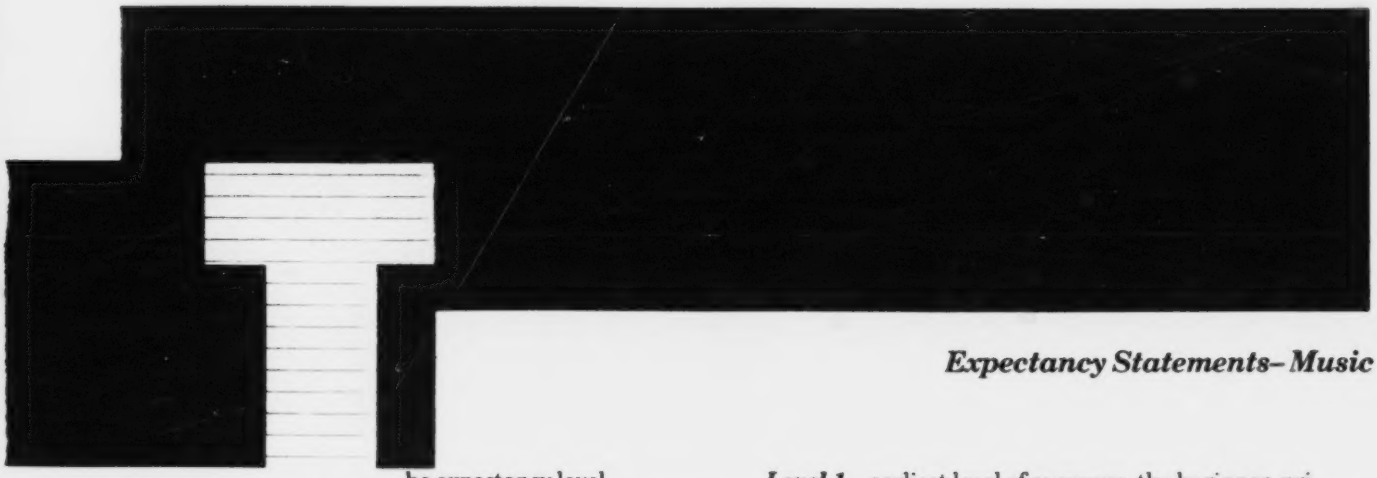
SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
2.1 Develop the ability to recognize dance as a form of individual and cultural expression.	Become aware of reasons why people dance.	Investigate ways dance is used as a means of expression in various cultures.	Analyze the ways people use dance as a means of communication and expression.
2.2 Develop an understanding of dance philosophies and styles.	Become aware of differences among forms of dance.	Describe and analyze the subject matter and technique inherent in various forms and styles of dance.	Compare and contrast the philosophical concepts of various dance forms and styles.
2.3 Develop an understanding of the relationship of dance to the other fine arts and other forms of human expression.	Become aware of elements common to dance and other forms of human expression.	Examine the relationships between dance and other forms of human expression.	Integrate other art forms and disciplines with dance.

GOAL 3: ***To develop the ability to perform and to organize dance ideas and movements creatively***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
3.1 Develop the ability to improvise dance.	Become aware that internal cues produce spontaneous movement from various stimuli.	Learn to use movement to identify, select, and organize feelings, experiences, and perceptions.	Practice analyzing and refining movement experiences to achieve integration and unity.
3.2 Develop the ability to design and effect dance ideas, themes, and compositions.	Explore the fundamentals of composition.	Learn to identify and organize the fundamentals of composition.	Apply, analyze, and refine the fundamentals of composition.
3.3 Develop performance competencies.	Experience performing movement sequences.	Learn to perform dances and experience the rehearsal process.	Apply principles of stage production.

GOAL 4: ***To develop the ability to make aesthetic judgments through dance experience***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
4.1 Develop the skills and sensitivity to apply aesthetic criteria to observed choreography and performance.	Discuss reactions to dance performance.	Learn to apply aesthetic criteria to dance performance.	Demonstrate a variety of ways of expressing aesthetic judgment.
4.2 Develop the skills and sensitivity to apply aesthetic criteria to one's choreography and performance.	React to one's work and respond to appraisals by others.	Learn to assess one's work.	Modify one's work according to need.



Expectancy Statements– Music

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Level 1 – earliest level of exposure, the beginner, primarily physical and concrete information and activity, initiating basic concepts.
Level 2 – reinforcement and extension of basic skills and experiences, intermediate difficulty, increasingly sophisticated concepts, broader scope and activity.
Level 3 – advanced level, synthesis of ideas, competent application of concepts and skills, integration with other academic areas, preparation for mature development.

GOAL 1: ***To develop the ability to perceive, perform, and respond to music***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
1.1 Develop the ability to describe the characteristics of musical sound.	Become aware of the diversity of sounds in the environment.	Identify the elements and characteristics of musical sound as they are used in a variety of genres and styles.	Describe the characteristics of musical sounds verbally and through performance.
1.2 Develop the skills required for the performance of music.	Experience performance through singing and playing instruments.	Recognize and analyze the skills needed in the performance of music.	Practice and evaluate performance skills alone and in groups.
1.3 Develop the ability to respond to musical sound through movement.	Respond to music through movement.	Identify rhythm patterns, melodic contours, and formal structures through movement.	Analyze and respond to complex musical sound through movement.
1.4 Develop competence in reading and notating music.	Experiment with standard and individually created symbols to represent sounds.	Read traditional music and develop non-traditional symbol systems for the performance of music.	Perform music using a variety of symbolic representations for sound.

GOAL 2: ***To develop an understanding of music as an essential aspect of history and human experience***

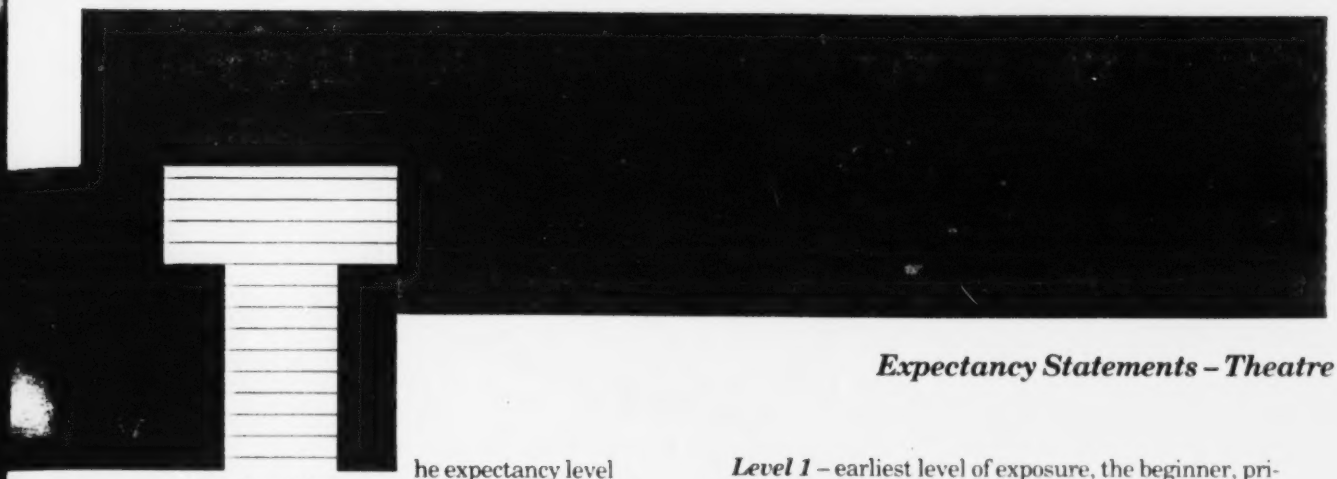
SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
2.1 Develop the ability to recognize music as a form of individual and cultural expression.	Experience music as both personal and societal expression.	Describe how musical expression reflects social, political, and ethical issues.	Select and analyze music from the oral and written traditions that reflect cultural ideas.
2.2 Develop a perspective of music's role in human history.	Become acquainted with the roles of music in the lives of people.	Determine factors which influence musicians in specific historical eras and places.	Describe the roles of music in reflecting and influencing diverse social structures.
2.3 Develop a comprehension of the relationships of music to the other fine arts.	Explore the relationship of music to dance, theatre, and the visual arts.	Identify relationships between music and the other fine arts.	Recognize influences and interactions among music, dance, theatre, and the visual arts.
2.4 Develop knowledge of a wide variety of representative musical styles and genres.	Listen to significant styles and genres in music history.	Identify and classify significant styles and genres in music history.	Analyze factors that influence relationships between a composer's work and the artist's environment.

GOAL 3: ***To develop the ability to creatively organize musical ideas and sounds***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
3.1 Develop the ability to improvise music.	Investigate musical effects through experimentation with sound.	Explore musical ideas through simple improvisations.	Structure musical improvisations using traditional and original techniques.
3.2 Develop the ability to compose and arrange music.	Develop readiness for composing and arranging by experimenting with sound.	Preserve musical ideas through simple compositions and arrangements.	Structure arrangements and compositions using appropriate notation and forms.

GOAL 4: ***To develop the ability to make aesthetic judgments***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
4.1 Develop the knowledge, skills, and sensitivity to evaluate musical compositions and performances.	Become aware of a wide variety of musical expression and the social contexts from which they emerge.	Recognize the distinctive aesthetic viewpoints represented by varied musical forms and genres.	Evaluate selected musical compositions using a variety of aesthetic criteria.
4.2 Develop the ability to formulate, apply, and communicate criteria for evaluating one's own performance and creative efforts.	Become aware of the importance of developing personal aesthetic criteria.	Apply and communicate personal aesthetic criteria in making judgments about one's own musical endeavors.	Develop and assess one's personal aesthetic framework.



Expectancy Statements – Theatre

The expectancy level statements further delineate the scope of the goal and subgoal statements and provide a flexible format for describing expected student outcomes. This format allows the teacher to target his or her class, or even the individual student, according to the student's promise and experience, rather than age or grade level. The three levels may be described in the following way:

Level 1 – earliest level of exposure, the beginner, primarily physical and concrete information and activity, initiating basic concepts.
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Level 3 – advanced level, synthesis of ideas, competent application of concepts and skills, integration with other academic areas, preparation for mature development.

GOAL 1: ***To develop the ability to respond to theatre as a collaborative imitation of human experience***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
1.1 Develop an understanding of how theatre, as a collaborative art form reflects humanity.	Become aware of how theatre depicts universal stories and themes.	Recognize how theatre has been used to reflect social concerns.	Analyze how theatre satisfies the need for aesthetic expression through portrayal of human experience.
1.2 Develop understanding of how the elements of theatre are used to enhance perception and aesthetic response.	Identify the elements of theatre: imitation, language, action, space, time, and energy.	Identify the relationship between the elements of theatre and aesthetic response.	Analyze the elements of theatre in all phases of theatre study.

GOAL 2: ***To develop an understanding of the theories, forms, history, and literature of theatre***

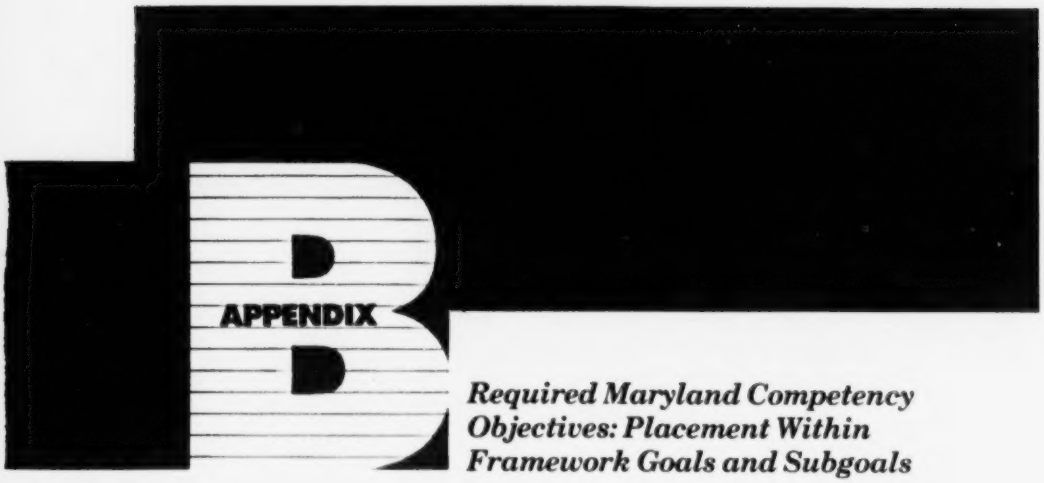
SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
2.1 Develop and demonstrate knowledge that diverse theories and forms of theatre satisfy cultural needs, past and present.	Demonstrate behavioral diversity through imitation.	Demonstrate knowledge of the different kinds of theatre in major cultures and major historical periods.	Demonstrate knowledge of the role of theatre in contemporary American life.
2.2 Develop an understanding of the history, traditions, and conventions of theatre.	Demonstrate knowledge of theatrical conventions such as willing suspension of disbelief, impersonation, attending, applause.	Demonstrate knowledge of the relationship between theatre activity of the past and the present.	Demonstrate knowledge of the contributions of major theatrical practitioners.
2.3 Develop and demonstrate knowledge of dramatic texts and other literature of the theatre.	Distinguish among the features of dramatic text, e.g., dialogue, narration, acts and scenes.	Read, perform, and attend selected plays.	Read and respond to selected material about theatre history, criticism, commentary, and biography.

GOAL 3: ***To develop knowledge, ideas, and skills for theatrical expression***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
3.1 Develop and explore the creative process through theatrical activities.	Communicate through theatrical activities.	Develop a variety of original theatrical activities.	Rehearse and perform various theatrical activities.
3.2 Develop and apply theatrical knowledge, principles, and practices to theatrical activity.	Become aware of skills used in theatrical activities.	Develop the various performance/production skills required for theatrical activities.	Refine performance/ production skills.
3.3 Develop individual responsibility in collaborative theatre process.	Become aware that theatre activity requires reliance on self and others.	Demonstrate awareness of the various responsibilities necessary in play production.	Practice social responsibility in all theatrical activities.

GOAL 4: ***To develop the ability to make aesthetic judgments through theatre experience***

SUBGOALS	LEVEL 1	LEVEL 2	LEVEL 3
4.1 Develop the knowledge, skills, and sensitivity to make aesthetic judgments.	Become aware that because all art is a form of personal expression, it should be treated respectfully.	Recognize that knowledge and experience influence aesthetic judgment.	Demonstrate a variety of ways of expressing aesthetic judgment.
4.2 Develop, analyze, and apply criteria for making aesthetic judgments in evaluating theatrical performance.	Establish basic criteria for evaluating theatrical responses.	Apply evaluative criteria to both in and out-of-school performances.	Expand personal criteria by reading and writing theatre criticism.
4.3 Develop the ability to use evaluation as a means for achieving ensemble effect.	Demonstrate the ability to respond to personal and peer performance in a positive, constructive manner.	Build performance skills and positive self-image through self, peer, and directorial evaluation.	Demonstrate an understanding that theatre requires unity of effort and effect.



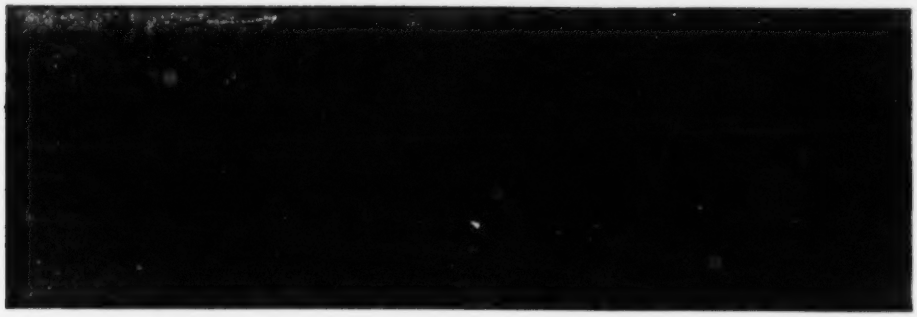
Required Maryland Competency Objectives: Placement Within Framework Goals and Subgoals

The State Board of Education requires each Maryland school system to "provide a comprehensive program in the arts ... in accordance with guidelines established by the State Department of Education." (COMAR 13A.04.07.01.A) In Grades K-8, the instructional program shall encompass the following objectives from the Arts/Physical Education section of the *Declared Competencies Index:*

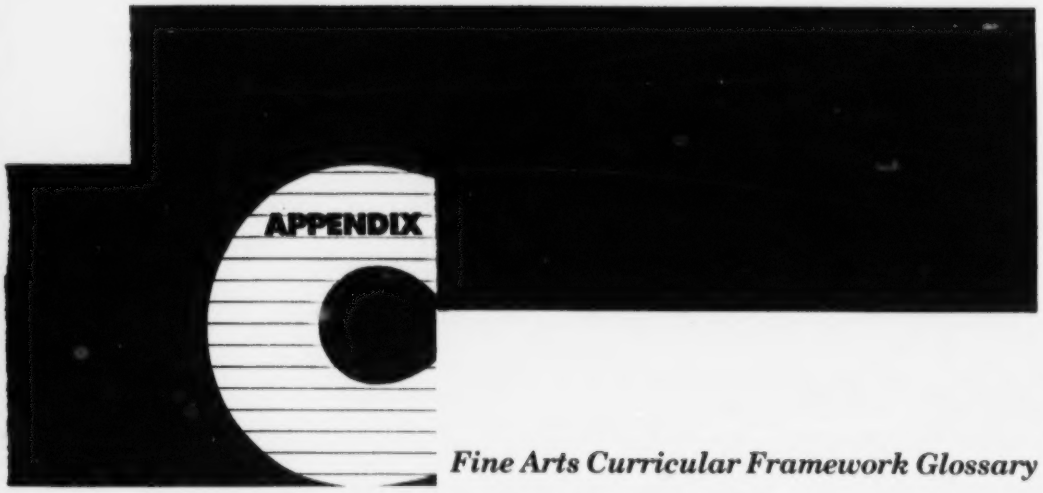
5.2.1.1 Participate in introductory art activities
5.2.1.2 Participate in introductory music activities
5.2.1.3 Participate in introductory performing arts activities

The expected outcomes of programs in the arts related to the competency and objectives set forth in COMAR 13A.03.01.04 are described in "The Arts/Physical Education Program Requirements," State Department of Education, Project Basic Office, Resource Paper 12, 1981.

The required program outcomes addressed for the arts in "The Arts/Physical Education Program Requirements" are described below in relation to the fine arts framework subgoals that subsume their content.



EXPECTED OUTCOMES	FRAMEWORK SUBGOALS
ART	
• A knowledge of the basic elements of art and principles of design	1.3, 3.3, 4.3
• Introductory skills required to use the basic tools and materials of art	3.1, 3.2, 3.3
• An awareness of the potential and appropriate use of a variety of art media for expression	1.1, 1.2, 1.3, 4.3
• An introductory knowledge of the visual art and design of other times	2.1, 2.2, 2.3, 4.1, 4.2, 4.3
DANCE	
• Movement and rhythmic skills	1.1, 1.2, 1.3, 2.2, 3.1, 3.2, 3.3, 4.2
• The use of the body as a communication tool	1.1, 1.2, 2.1, 3.1, 3.2, 3.3, 4.2
• An understanding and appreciation of various dance forms	1.2, 2.1, 2.2, 2.3, 4.1, 4.2, 4.3
• Audience behaviors and responsibilities	1.2, 2.1, 2.2, 2.3, 3.1, 4.1, 4.2, 4.3
DRAMA	
• The use of the voice and body as communication tools	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3
• Audience behaviors and responsibilities	2.2, 3.2, 4.1, 4.2
MUSIC	
• A knowledge of the elements of music	1.3
• The ability to discriminate pitch, rhythm, tone color, and form, and to demonstrate this perception through various musical behaviors including movement, singing, playing instruments, etc.	1.1, 1.2, 1.3
• Knowledge of vocal and instrumental performance skills	1.2, 3.1, 3.2, 3.3
• Knowledge of music reading skills	1.3
• Knowledge of a variety of music from different times and cultures	2.1, 2.2, 2.3
• Audience behaviors and responsibilities	4.1, 4.2, 4.3



Fine Arts Curricular Framework Glossary

Aesthetic Qualities or experiences derived from or based upon the senses and how they are affected or stimulated

Aesthetic Criteria Standards used for assessing the effectiveness of fine art forms (These may include the quality of the physical perception, emotional makeup of the participant, and the context in which a particular art form is being experienced.)

Aesthetic Judgment Assessment and decision-making about the adequacy of fine art forms (These are relative, never obsolute, and depend upon the character of the form, needs of the participant, and the environment.)

Art Creative work or its principles, making or doing of things that display form, beauty, and unusual perception (Art includes painting, sculpture, architecture, music, literature, drama, the dance, etc.)

All forms of creative and expressive production in material and media resulting in architecture, painting, sculpture, photography, crafts, ceramics, printing, and applied design

Composition The structure and organization of all elements within a work of art

Creativty The experience of thinking, reacting, and working in an imaginative and idiosyncratic way that is characterized by a high degree of innovation, originality, divergent thinking, and risk-taking

Craft Skill; Technique; doing a job with careful attention to detail and discipline

Dance Structured, rhythmic, movement in space and time resulting in communication of an idea, mood, feeling, or situation

Drama A written or unwritten scenario intended for stage presentation; the script of a play

Evaluation The act of forming qualitative judgments about the extent to which works of art satisfy a set of criteria

Fine Arts Art; Dance; Music; Theatre (See Art.)

Form The shape and structure of fine arts activity; the organization of the components comprising a work of art into a distinct order

Music Essentially a disciplined and refined organization of sound within time

Style A manner of individualizing expression that communicates the personality and characteristics of an artist, school, or group

Theatre Mounting and presenting dramatic forms in various media to invoke audience response

Visual Art See Art

* Discipline specific definitions are provided in the Maryland curricular frameworks for art, dance, music, and theatre.

APPENDIX D

The Maryland Fine Arts Curricular Framework Task Force

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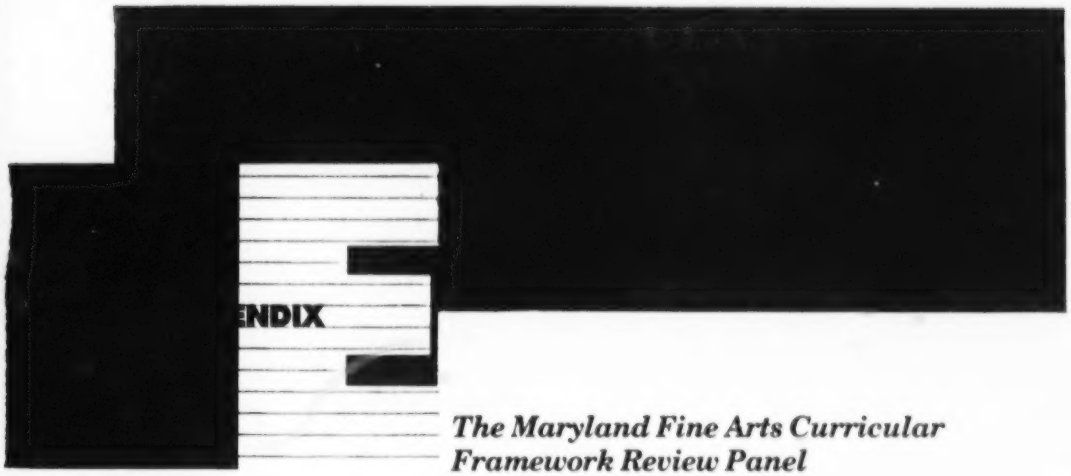
Note: Positions indicated are those held at the time of initial service on the task force or review panels.



The Maryland Fine Arts Curricular Framework Review Panel

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APPENDIX

The National Review Panel for the Maryland Fine Arts Curricular Framework

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